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ABSTRACT

According to developmental psychology, human development occurs in an identifiable sequence of stages. Appropriate experiences at each stage make development smoother and more rapid. Leadership can be roughly defined as the ability to structure events in a way that will take best advantage of developmental patterns. Members of organizations are affected not only by their own developmental experiences, but by their roles in the organization and by the effects of their interactions with other individuals in the organization who are also developing. Organizational leadership requires the maintenance, initiation, and integration of structure in the expectations and interactions of the organization's members. A model of organizational leadership based on developmental ideas was tested using the Nebraska Principals' Leadership Questionnaire. Teachers in three midwestern suburban school districts indicated their perceptions of their principals' developmental leadership behavior. These perceptions were compared to ratings of the principals' effectiveness provided by their superintendents and assistant superintendents. Principals judged more effective were found to have significantly higher developmental leadership qualities in their teachers' eyes. (Author/PGD)

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THE RELATIONSHIP BETWEEN TEACHER PERCEPTION OF THE PRINCIPAL'S DEVELOPMENTAL LEADERSHIP SKILLS AND RATED EFFECTIVENESS

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THE RELATIONSHIP BETWEEN TEACHER PERCEPTION OF THE PRINCIPAL'S DEVELOPMENTAL LEADERSHIP SKILLS AND RATED EFFECTIVENESS

Using Erik Erikson's[1] and Jean Piaget's[2] assumption that individual development occurs in interaction with the environment and cumulatively progresses through an invariant sequence of more differentiated and functional stages, it has been argued that the processes generally facilitative of human growth and development constitute components of leadership and organizational development.[3] Thus, leaders may plan and influence the kinds of interaction conducive to development and promote the conditions for individual and organizational growth throughout life. Or, to state the concept somewhat differently, quality parenting, teaching and peer processes which enhance development during the identified stages of human growth suggest a counterpart hierarchy of leader behaviors which enhance other's ability to perform their tasks in increasingly more elaborate and differentiated ways. These leader behaviors have been described as establishing regularity or patterned activities; establishing rules and delegating roles; initiating and reinforcing relevant activities; stimulating individual and program development; and clarifying indicators of values.*

To illustrate this theme, ideas from the developmental theories of Erikson and Piaget, as well as components of current leadership models, are synthesized into an organizational-leadership model. The paper continues with

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an extension of Stogdill's[4] definition of leadership, an elaboration of the organizational leadership model, a discussion of developmental leadership processes, and an assessment of the frequency with which more effective principals use developmental leader behaviors.

Developmental psychology and leadership theory provide the point of departure. Both Erikson[1] and Piaget[2] describe a sequence in human development and the sort of parent and community interaction that facilitate it. Jean Piaget outlines a series of cognitive stages that are essentially complete at age sixteen, although the processes of growth continue throughout life. Erik Erikson describes a life cycle of eight stages during which the individual's ego structures are constantly differentiating into a unique identity.

While developmental theorists describe periods of human growth and their outcomes or strengths, more importantly, a sequence of leadership processes which influence or control growth can be inferred. Stage theory postulates that there is a best time to learn or develop potentialities or capacities in interaction with the environment. If leaders, such as parents, teachers, and principals structure appropriate experiences, development will generally progress smoothly. Without the appropriate experiences, growth may not proceed smoothly. Thus, parents, teachers, and principals need to know, anticipate, and provide appropriate experiences. Both theorists also believe that development is continually influenced and modified throughout life. It is therefore conjectured that adults remain amenable to developmental experiences. If that is true, leaders may increase their own cognitive and interpersonal skills associated with structuring environments so that the membership continues to have opportunity to use and develop their capacities. In short, leaders may influence the capacity of followers to function in more elaborate and differentiated ways as they structure opportunities or constraints for growth.

These opportunities or constraints are created as the leader (1) influences or controls the use of organizational time, space, and resources; (2) structures the freedom of followers to choose or act; (3) communicates reinforcement or clarification; (4) stimulates the development and/or use of talents and technology; and (5) shares reflections upon means and ends.

George Land[5] also emphasizes the function of interaction when discussing the organization of information into more elaborate, differentiated and functional systems. Land conjectures that genetic and ectogenetic informations are the source of energy for the growth of both individual and cultural forms. Genetic information dictates the morphology of the individual; ectogenetic information dictates the range of acceptable variation within a role or the differentiated response possibilities which individuals can enact in the culture. Through interactive experiences, both genetic and ectogenetic information are systematically combined into more elaborate and differentiated levels of physical and conceptual integration. Growth and change occur continuously, and the trend is to higher levels of differentiation as the experiences of an individual within a social organization accumulate and become integrated through individual and collective introspection. Concurrently, the higher the level of its members' integration, the more elaborate and differentiated the organization. Furthermore, the higher the level of the leaders' integration of experience and information, the more functional the leader may become.

Since individuals are more or less continuously involved in taking on roles and/or role enactment even as growth, change, and integration occur, role behavior cannot be static. Rather, as individuals change, their roles also tend to change, rippling out to affect others. At this point, integration becomes not only an individual phenomenon, but also a phenomenon affecting organizations. It is both an individual and group process of concern to administrators and leaders. If this is the case, ought "integration" be

added to Stogdill's definition of leadership? Then leadership would be redefined as "the maintenance, initiation, and integration of structure in expectations and interactions." Leaders, therefore, not only maintain and initiate but are cognizant of the implications of new capacities and technology and the need to integrate new information into more powerful structures of expectations and interaction. This re-definition of leadership, and the concepts of the development scholars just outlined, lend themselves to the following organizational-leadership model.

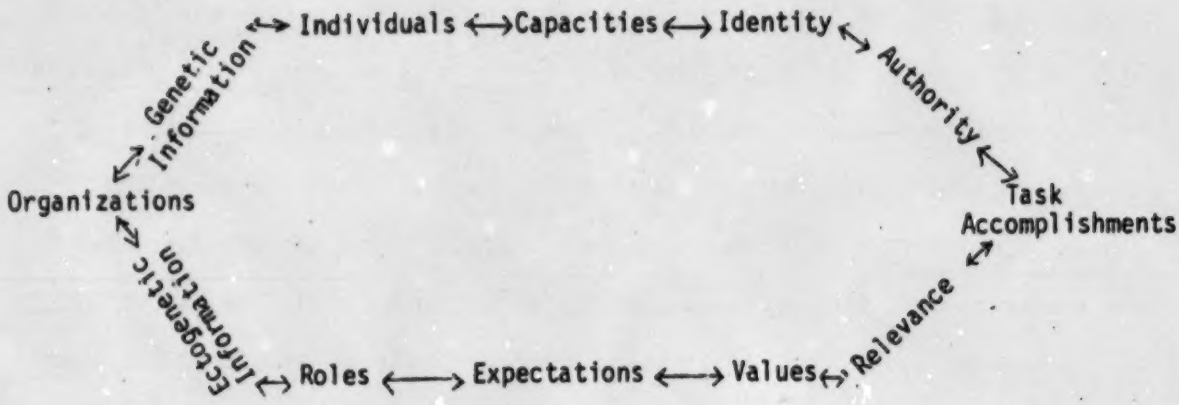
Organizational-Leadership Model

An organization is a relatively permanent interaction system to coordinate the placement and development of the membership for task accomplishment. Structurally, the organization is a set of roles that are defined by shared expectations and articulated values. Two classes of complementary and interdependent phenomena occur in organizations. The first class of phenomena pertains to the allocation and integration of organizational roles. Roles are defined by expectations that are indicators of value. Roles are relevant when interaction is congruent with expectations, and articulated by values toward task accomplishment. The second phenomena is the individual member's growth and development with respect to genetically defined physical, cognitive, or ego capacities. These capacities, as they are developed, constitute the individual's identity. The above is diagrammatically portrayed by Figure 1.

To elaborate on the bottom half of the diagram--culturally defined role expectations determine the response possibilities individuals may enact within an organization. These expectations provide the necessary structure for individual growth. They outline how the individual should act, how the individual should think, and how the individual should express his predispositions or feelings. To the extent that role expectations are

Figure 1

Organizational-Leadership Model



articulated by explicit (or internalized) values, the value dictates the means available for interaction. That is, as expectations are habitually enacted, they constitute the operationalization of values. The enactment, in turn, is subject to reflection by self and others for inference regarding the meaning and values exhibited.

To elaborate on the top half of the diagram--individual development is primarily governed by the individual's genetic information which dictates capacities, but development only occurs in interaction with the environmental information as the information contained in the genetic code is translated through growth processes into specific capacities and a personal identity. These capacities and personal identity constitute the individual's authority or potential to contribute to task accomplishment.

Insofar as individual development and role development are interdependent and a reflection of each other, two dominant concerns co-exist. One concern

is to structure roles so that expectations are consensually shared, dictated by explicit values and relevant to task accomplishment. Another is to facilitate the development of individuals. How is this to be done? To sustain both individual growth and organizational development, the five leadership processes cited in the opening paragraph provide an explicit structure of more elaborate and differentiated leader behaviors.* However, for convenience, these five processes may be grouped into three that fit precisely with the foregoing leadership definition, i.e., maintenance, initiation, and integration. The maintenance process then includes the regular patterned activities of leadership (i.e., the use of organizational time-space resources and technology) and establishing rules or delegating roles. The initiative process includes both reinforcing relevant activities and stimulating individual development. The integrative process involves clarifying the indicators of values as the indicator is revealed in action. These three processes of leadership are more fully explored in the following discussion.

Maintenance pertains to the patterned routine actions basic to an organization's functioning. A rather extensive list of activities describes the principalship including making schedules, ordering books and supplies, assigning children, coordinating special assignments, evaluating instruction, and writing recommendations. These sorts of tasks contribute to the efficient operation of the school.

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*The following synthesis builds upon many contributions. In this formulation, several conventional concepts are placed in another frame of reference. The implications of this placement lead to another form of functioning, and another series of implications for behavior logically follows. When is a synthesis an extension of a prior contribution, a permutation, or an elaboration sufficient to announce its own identity? To the extent that the synthesis dictates another series of implications for study and practice, it has its own identity. For example, to place the concept of individual as in tension with institutional requirements postulates a conflict model. To characterize the individual as interactively acquiring an identity through fulfilling more elaborate and difficult role expectations, dictated by shared values, is to embrace a developmental perspective in which individual growth is simultaneously institutional growth.

These are the organizational tasks imbedded in professional practice and traditional values of the school. They do not ususally require consulting others; yet, efficiently done, they influence others. If they are not performed, the foundational support system necessary to reduce clutter and dissonance is absent. In this view, maintenance is fundamentally creating an efficient organization through attending to the routine aspects of leadership. The efficient and habitual performance of these maintenance activities are imperative if others are to experience a sense of trust and rationality.

Another part of maintenance leadership is delegating roles and clarifying rules for the division of labor and coordination. This is done through the specification of rules and job descriptions. The structure of the leader's routine work demonstrates what the leader comprehends is meaningful and worthy of time and effort. The rules and job descriptions create expectations about other's work. By delegating roles and establishing rules, the leader cumulatively makes the expectations for other organizational members explicit. Rules structure autonomy, and job descriptions (roles) make member responsibilities explicit and predictable.

In summary, leader activities at the maintenance level involve one's own routine and creates the structures necessary for the division of labor and coordination of efforts. It is basic to achieving order, eliminating clutter and focusing energy upon the organization's agency.

Leadership at the intiative level reinforces behaviors that are individually congruent with the expectations attached to the role. This is primarily an evaluation process that clarifies whether behavior contributes to purpose or purposes. Next, initiative focuses upon the reduction of discrepancies between the individual's capacities and role expectations. Discrepancies may develop because new information reveals better ways for

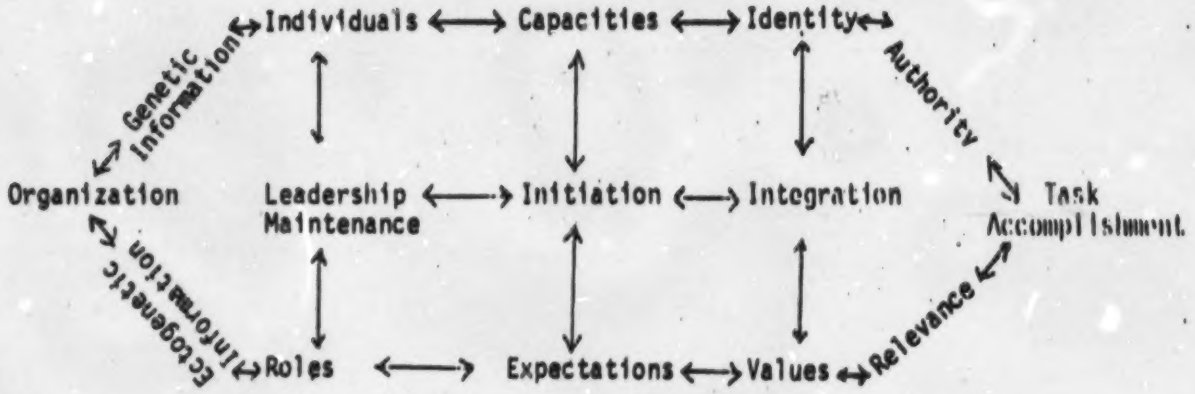
task accomplishment. The selection and orientation process may place someone in a position that does not require full use of their talents. Others may never acquire the capacities needed to meet expectations. Therefore, as assessments are made, discrepancies are revealed between individual capacities and expectations. The alternatives are dismissal, development of training programs to increase abilities or change expectations. In any instance, the dissonance created by discrepancies between expectations and capacities must be reduced if destructive mechanisms are to be avoided. Initiative leadership first evaluates and clarifies any discrepancies by knowing and reinforcing contributions that are relevant to the task. Next, initiative leadership identifies problems and provides training. In effect, initiative leadership sustains reflection among organizational members regarding efficient ways to accomplish tasks or goals, and programmatically makes it possible to use or develop the capacities and technology necessary to function on a more differentiated level. As this occurs, the need to integrate worthy technology and capacities will demand leadership at the next level.

Integrative leadership institutionalizes capacities and expectations with the values of the group. In other words, leaders who are working on this level unite individual abilities or capacities and role expectations to explicitly held values. At this point, expectations and capacities become congruent and individually affirmed, they also define the identity and authority of the individual. Whereas maintenance leadership accounts for routine matters as well as matching individuals to roles, and initiative leadership reinforces purposeful performance, uses unique talent, and incorporates new information into expectation, integrative leadership is governed by values that dictate the development of new structures of expectations and interaction.

Erikson, Piaget, and Land clearly point out that growth and development are facilitated by the presence of certain values: trust, cooperation, consensus, caring, authenticity, purpose, support, mutuality, and reciprocity[7] are particularly mentioned. These qualities or characteristics define integrative leadership in that they constitute the characteristics of healthy and productive organizations. Moreover, if these values are persistently reflected in the patterned leader behavior and personality, they become habits. As habitual maintenance behaviors, they characterize the leader's identity, and become institutionalized as role expectations for leadership. If institutionalized on the initiative level, they become integrative values that shape interpersonal competencies and sustain the organization to openness and reflection. This is diagrammatically illustrated in Figure 2. Of course, other values are not as facilitative to growth, and dissonance and disintegration occur.

Figure 2

Organizational-Leadership Model



In effect, the assumption is made that growth is individually and organizationally interdependent. As leaders maintain, initiate, and integrate their own capacities and relevant role expectations, they internalize the

maintenance, initiative, and integrative leadership processes, and the milieu is modified so that other roles may be cumulatively maintained, initiated, and integrated toward task accomplishments.

The Questionnaire Study

To assess the usefulness of the perspectives, the authors developed The Nebraska Principals' Leadership Questionnaire. This questionnaire is constituted of behaviors associated with maintenance, initiative, and integrative leadership. The questionnaire items were identified by logically analyzing descriptions of the principalship for both the technical competencies and the interpersonal competencies necessary to sustain personnel growth. Thirty behaviors were identified by logically classifying representative behaviors with the cells of the leadership-followership matrix, Table I.

For example, task oriented behaviors logically characterizing the various levels of school leadership were identified. Does the principal competently and efficiently handle routine matters? Are the efforts of the staff coordinated? Are evaluations done accurately? Is individual growth and development encouraged? Are values of the school sufficiently explicit to serve as a guide for decision-making? That is, to what extent does the principal use identifiable skills? Next, to find out if the principals were sensitive to the dynamics of developmental relationships, each task competency was combined with a developmental-oriented behavior so that each questionnaire item asked about not only task competency but also a developmental competency. For example, "The scheduling of rooms and students" inquires about an organizational task. To do this in such a way as to incorporate the insights and desires of the community and staff indicates sensitivity to the integrity and values of the community. In this way, items regarding the organization of routines also included the value and developmental competencies.

Table 1

Leadership-Followership Matrix

Technical Competencies	Interpersonal Competencies to Develop Followers'				
	Trust	Autonomy	Initiative	Industry	Integrity
I. Maintenance Routines Organiz. Routines					
Rules and Delegation					
II. Initiative Reinforcement					
Personnel Development					
III. Integrative Clarification					
Caring					

The questionnaire was pilot tested by a group of graduate students to educational administration. On a four-point Likert type scale, the students were instructed to estimate the frequency with which their principal exhibited certain leadership actions. They also gave a generalized rating of their principal's effectiveness. A relationship did exist between the principal's generalized effectiveness and the mean score on the NPLQ. The higher score of the more effective principals indicated they used development leadership behaviors more frequently.

Subsequently, a more rigorous test of the principal's developmental leadership skills was conducted. The questionnaire was administered in three midwestern suburban districts composed of two senior high schools, six junior high schools and eighteen elementary schools. The superintendent and assistant superintendents divided principals into two groups--more effective principals and less effective principals. The NPLQ was administered to the staff to assess the teachers' perceptions of the principal's developmental leadership behavior. The mean score of the more effective principals was 98.98, and the mean score of the less effective principals was 90.96. This difference is significant at the .001 level ($F = 1.51$; $P = < .001$; $T = 5.52$; 720 degrees of freedom $P < .001$). Again, the higher average score of the more effective principals indicated more frequent use of the development leader behaviors.

And Consequently

Defining leadership as maintenance, initiation, and integration has both foreseen and unforeseen consequences. Among the foreseen--the curricula of higher education administrative programs would be affected. In educational administration programs, in particular, more attention to the structure of

leadership, particularly the articulation of leadership attributes that characterize maintenance, initiative, and integration would be needed. Currently, the literature and training programs in educational administration emphasize global concepts and processes. During the past several decades the literature directing the major leadership orientations has seldom related leadership to the specific technology in which educational administration is imbedded. For example, an analysis of both Hemphill's[8] and Halpin's[9] leadership questionnaires reveals that a substantial number of the leader behaviors affecting the organizational climate and the leader's structure or consideration are maintenance level leader activities. Completing the maintenance tasks with an appreciation of the relationship between tasks and values effectively solves many problems. Yet, little attention is devoted to the importance of these tasks in the training of prospective principals, supervisors and superintendents. It is apparently assumed that administrators will successfully attend to the routine management of their time, space, and resources. It is often apparent that practitioners need help with respect to this technology. That is, literature, minicourses, micro teaching, and skill manuals may be selected to develop competencies with respect to efficiency (routines), delegating roles (teaching), reinforcement (evaluation), individual development (programming), or clarifying value indicators. Figure 3 illustrates an ordering of selected technology for learning the supervisory role. From the mass of educational technologies available, the concepts and authors cited provide students with experiences to strengthen their leadership ability and/or instructional competence and also engage them in an articulated curriculum which forces reflection upon the values they exhibit.

Figure 3

Leadership and Technology

Technologies	Contributors
I. Patterned routines	
Managing Time	Peter Drucker[10]
Organizational Expertise	Thomas Petrie[11]
II. Establishing Rules & Delegation	
The Gift is Given (Skill Training Manual)	Douglas & Margaret Rector[12]
The Process of Schooling	John Stephens[13]
Teaching for Learning	Louis Raths[14]
Developmental Teaching Skills	Thomas Petrie[15]
Mini-courses	Warren Borg[16]
Research in Teaching	Robert Soar[17]
Job Descriptions	George Redfern[18]
Recruitment & Orientation	George Redfern[19]
III. Reinforcing Relevant Activities	
The Continuum of Educational Evaluation	Robert Stake[20]
Clinical Supervision	Robert Goldhammer[24]
Objective Marketplace Gains	Tom Kaper & Lanny Sparks[22]
Hygienic Motivation	Fredrick Herzberg[23]
IV. Stimulating Individual Development	
Job Enrichment	Fredrick Herzberg[24]
Program Development	John Goodlad[25]
Clinical Supervision	Robert Goldhammer[26]
Critical Thinking	Louis Raths[27]
Goal Setting	Gordon Lippitt[28]
Thinking and Teaching	Louis Raths[29]
Organizational Renewal	Gordon Lippitt[30]
V. Clarifying Behavioral Indicators of Values	
Value Clarification	Louis Raths[31]

Perhaps, most importantly, the perspective obliges the leader to focus upon the school as a structure for more elaborate and differentiated functioning. Leaders and personnel need not be in conflict, but rather on a continuum of growth. Families, schools, churches and business have purposes, aspirations, and values. These dictate the milieu in which individual capacities are developed and used for task accomplishment. To be sufficient for the tasks required, some individuals will need to develop capacities; others will posses unused talents; yet others will need to acquire new technology worthy of becoming expectations. In contrast to a conflict model, the values associated with changes such as these dictate that leadership be directed toward using routines that build upon the efficiencies derived from habit, simultaneously exploring capacities or expectations, stimulating the development of identities, and lastly, integrating the relevant permutations into a more elaborate and differentiated organization.

Wittingly or unwittingly, effective leaders engage in activities associated with the five levels of leadership. Empirically, it was apparent that more effective leaders organize efficiently, coordinate activities, clarify direction, stimulate development and use values to maintain integrity between means and ends. Descriptive accounts of quality leadership also reveal these processes are present (National Association of Secondary School Principals). Whether the emphasis at any given moment is upon the tasks associated with getting things done or human relationships associated with interpersonal growth, these five processes view task and personal growth as simultaneous attributes of leadership excellence.

Since the five processes and the competencies associated with each process are necessary to influence or control the followers' opportunity to grow and develop, training leadership candidates to excell in them is a worthy

educational objective. Furthermore, the processes provide a structure for sequencing tasks and relating in such a way that the membership can continue their individual growth and development. In short, a developmental model orders the values and processes associated with the growth and development of individuals and organizations. Developmental leaders articulate these values and processes as educational objectives worthy of attainment.

NOTES

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